



# State of New Jersey

2014-15

21-1950-110

## OVERVIEW

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GRADE SPAN PK-05

GREENWOOD ELEMENTARY SCHOOL  
2069 GREENWOOD AVENUE  
HAMILTON, NJ 08609-2328

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

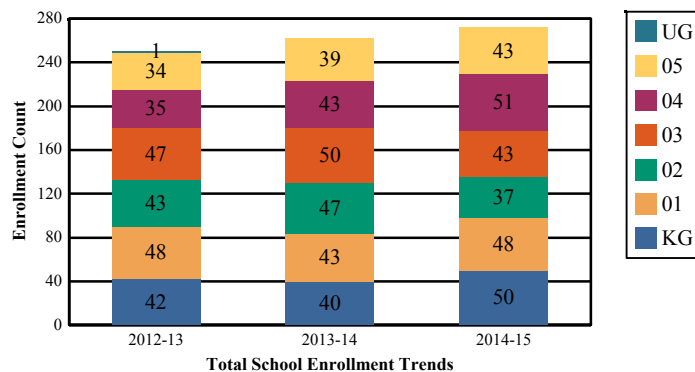
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### Enrollment by Grade

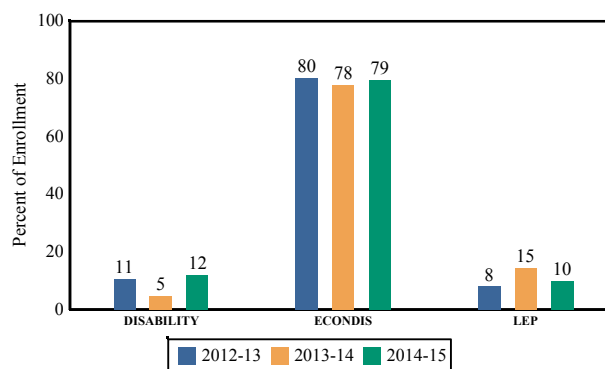
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

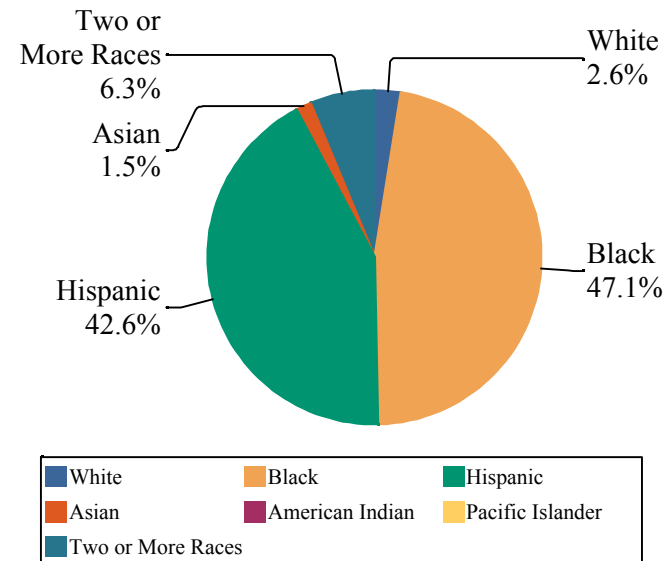
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

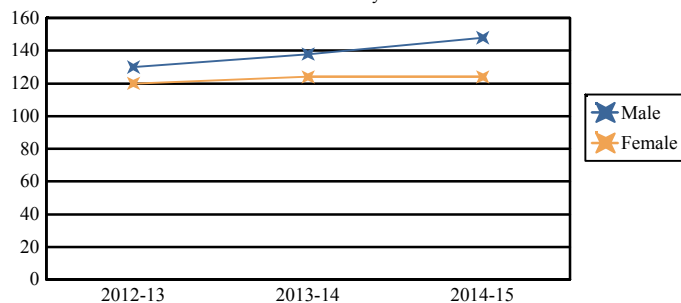
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	250
2013-14	262
2014-15	272

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	130	120
2013-14	138	124
2014-15	148	124

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	33	12%
Economically Disadvantaged Students	216	79.4%
English Language Learners	27	9.9%

### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	65.1%
Spanish	22.3%
Creoles and pidgins, French-based	8.2%
Twi	1.1%
Creoles and pidgins, English based	0.7%
Haitian Creole	0.7%
Other	1.9%

#### ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	33%	59	17
Math Met or Exceeded Expectation	38%		

#### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	132	32.6%	95%	100%	YES
White	-	-	--	--	--
African American	64	36%	95%	100%	YES
Hispanic	61	27.9%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	102	30.4%	95%	100%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	132	37.9%	95%	100%	YES
White	-	-	--	--	--
African American	64	39%	95%	100%	YES
Hispanic	61	34.4%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	102	36.3%	95%	100%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	41	740	744	10%	22%	29%	37%	2%	39%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	18	750	725	0%	22%	28%	44%	6%	50%	26%
Hispanic	19	729	727	21%	26%	26%	26%	0%	26%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	14	731	718	14%	21%	43%	21%	0%	21%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	32	738	724	9%	22%	28%	41%	0%	41%	24%

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**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	45	740	751	11%	11%	42%	36%	0%	36%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	18	736	733	11%	17%	39%	33%	0%	33%	30%
Hispanic	26	742	737	12%	8%	42%	38%	0%	38%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	36	736	734	14%	14%	44%	28%	0%	28%	31%

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**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	46	734	751	7%	28%	41%	22%	2%	24%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	28	734	734	11%	21%	39%	29%	0%	29%	31%
Hispanic	16	729	737	0%	44%	44%	13%	0%	13%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	34	731	734	9%	32%	35%	24%	0%	24%	31%



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**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	41	752	746	7%	2%	37%	49%	5%	54%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	18	762	728	0%	0%	39%	56%	6%	61%	25%
Hispanic	19	744	733	16%	5%	32%	42%	5%	47%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	14	738	727	14%	7%	50%	29%	0%	29%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	32	754	730	3%	3%	38%	56%	0%	56%	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	45	738	744	13%	18%	29%	40%	0%	40%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	18	738	727	11%	28%	17%	44%	0%	44%	20%
Hispanic	26	738	732	15%	12%	35%	38%	0%	38%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	36	735	730	17%	22%	28%	33%	0%	33%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	46	736	744	2%	24%	52%	20%	2%	22%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	28	735	728	4%	32%	43%	18%	4%	21%	21%
Hispanic	16	734	733	0%	13%	75%	13%	0%	13%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	34	733	731	3%	32%	44%	21%	0%	21%	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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**NJASK Results - Science Grade Level - 04**

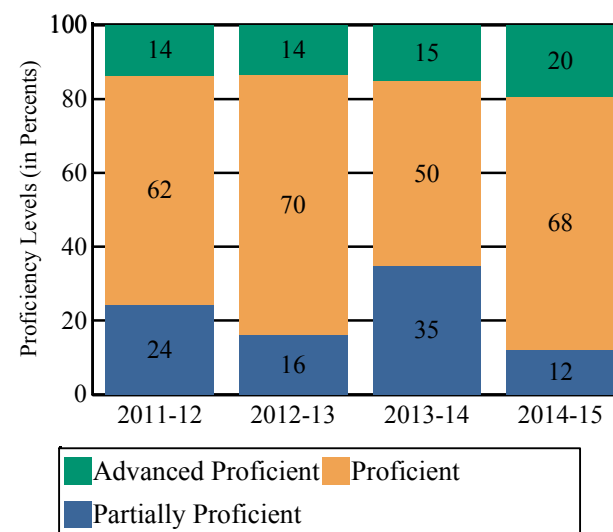
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	20%	68%	12%
White	-	-	-
African American	13%	75%	13%
Hispanic	22%	65%	13%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	15%	71%	15%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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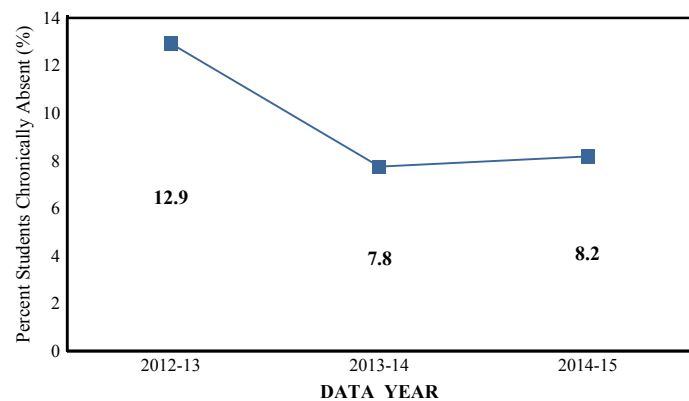
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

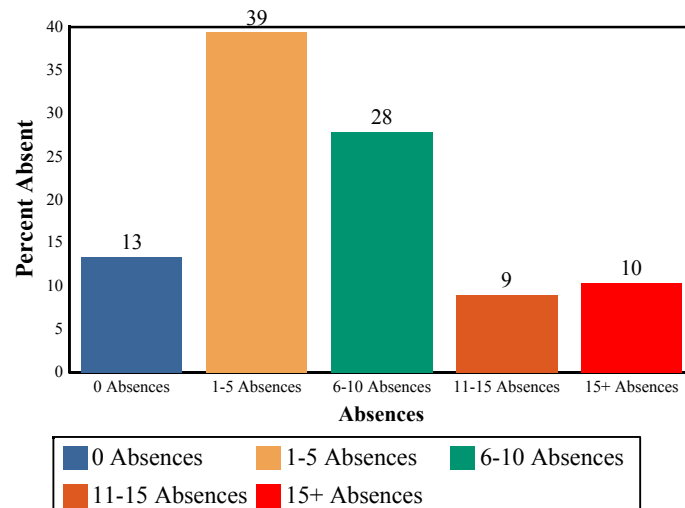


**Chronic Absenteeism for 2014-15**

**8.18%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



#### STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	59	90	75	35	YES
Student Growth on Math	58	77	66	35	YES
		84	71		100%

#### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	2%	0%
Partially Met	5%	10%	5%
Approached	9%	12%	16%
Met	3%	4%	19%
Exceeded	0%	0%	1%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	10%	3%	0%
Partially Met	5%	12%	4%
Approached	6%	11%	21%
Met	2%	8%	15%
Exceeded	0%	0%	1%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

#### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	759	770
50th	741	743
25th	720	715
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	769	767
50th	756	745
25th	743	722
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	45



### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 04

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	780	850
75th	751	773
50th	740	750
25th	719	728
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	45

#### Grade Level - 05

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	744	773
50th	732	751
25th	710	728
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

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#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	783	850
75th	759	764
50th	740	742
25th	714	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	747	763
50th	729	743
25th	720	723
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	40

## SCHOOL CLIMATE

MERCER  
HAMILTON TWP

## State of New Jersey

2014-15

GRADE SPAN PK-05

21-1950-110

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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 50 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	7.4%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	14
Administrators	272

**SCHOOL PEER GROUP**

**MERCER  
HAMILTON TWP**

**GRADE SPAN PK-05**

**21-1950-110  
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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CLIFFSIDE PARK BORO	<b>SCHOOL #5</b>	03-0890-070	KG-06	72.4%	19.5%	4.1%
CAMDEN	LINDENWOLD BORO	<b>LINDENWOLD SCHOOL FIVE</b>	07-2670-050	KG-04	74.3%	18.3%	7.6%
CAMDEN	PENNSAUKEN TWP	<b>A E BURLING ELEMENTARY SCHOOL</b>	07-4060-104	KG-04	75.4%	0%	5.1%
CHARTERS	BELOVED COMMUNITY CHARTER SCHOOL	<b>BELOVED COMMUNITY CHARTER SCHOOL</b>	80-6082-963	KG-04	72.9%	12.2%	4.2%
CUMBERLAND	VINELAND CITY	<b>DR. WILLIAM MENNIES ELEMENTARY SCHOOL</b>	11-5390-260	KG-05	77.5%	9.8%	10.8%
ESSEX	CITY OF ORANGE TWP	<b>LINCOLN AVENUE ELEMENTARY SCHOOL</b>	13-3880-100	PK-07	83.4%	17.1%	17.9%
ESSEX	CITY OF ORANGE TWP	<b>PARK AVENUE ELEMENTARY SCHOOL</b>	13-3880-120	PK-07	81.9%	7.2%	16.1%
ESSEX	EAST ORANGE	<b>GEORGE WASHINGTON CARVER INSTITUTE</b>	13-1210-060	PK-05	79.6%	0.5%	12%
ESSEX	EAST ORANGE	<b>J. GARFIELD JACKSON SR. ACADEMY</b>	13-1210-170	KG-05	84.4%	0%	12%
ESSEX	IRVINGTON TOWNSHIP	<b>BERKELEY TERRACE</b>	13-2330-080	PK-05	75.9%	16.2%	6.1%
ESSEX	NEWARK CITY	<b>FOURTEENTH AVENUE SCHOOL</b>	13-3570-420	KG-04	94.8%	21.1%	36.2%
HUDSON	HARRISON TOWN	<b>LINCOLN ELEMENTARY SCHOOL</b>	17-2060-060	PK-03	78.1%	8.1%	8.6%
HUDSON	JERSEY CITY	<b>REV. DR. ERCEL F. WEBB SCHOOL</b>	17-2390-200	PK-05	83.3%	14.7%	18.4%
HUDSON	WEST NEW YORK TOWN	<b>ALBIO SIRES ELEMENTARY SCHOOL</b>	17-5670-080	PK-06	79.8%	7.5%	9.4%
HUDSON	WEST NEW YORK TOWN	<b>HARRY L BAIN</b>	17-5670-100	PK-06	80.6%	15%	12.6%
HUDSON	WEST NEW YORK TOWN	<b>PUBLIC SCHOOL NUMBER ONE</b>	17-5670-060	PK-06	77.7%	17%	11.4%
HUDSON	WEST NEW YORK TOWN	<b>PUBLIC SCHOOL NUMBER TWO</b>	17-5670-065	PK-06	79.1%	2.5%	13%
HUDSON	WEST NEW YORK TOWN	<b>ROBERT MENENDEZ ELEMENTARY SCHOOL</b>	17-5670-070	PK-06	81.2%	6%	15.2%
<b>MERCER</b>	<b>HAMILTON TWP</b>	<b>GREENWOOD ELEMENTARY SCHOOL</b>	<b>21-1950-110</b>	<b>PK-05</b>	<b>79.4%</b>	<b>9.9%</b>	<b>11.8%</b>
MIDDLESEX	PERTH AMBOY CITY	<b>EDWARD J. PATTEN ELEMENTARY SCHOOL</b>	23-4090-065	KG-04	74%	20.8%	7.8%
MIDDLESEX	PERTH AMBOY CITY	<b>JAMES J. FLYNN ELEMENTARY SCHOOL</b>	23-4090-145	KG-04	76.6%	13.1%	8.4%

**SCHOOL PEER GROUP**

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MONMOUTH	ASBURY PARK CITY	<b>BARRACK OBAMA ELEMENTARY SCHOOL</b>	25-0100-020	KG-05	75.1%	6.6%	9.6%
MONMOUTH	ASBURY PARK CITY	<b>THURGOOD MARSHALL ELEMENTARY SCHOOL</b>	25-0100-100	PK-05	80.9%	15.4%	17.7%
MONMOUTH	FREEHOLD BORO	<b>FREEHOLD LEARNING CENTER</b>	25-1640-040	PK-05	72.8%	24.6%	14.2%
MONMOUTH	FREEHOLD BORO	<b>PARK AVENUE ELEMENTARY SCHOOL</b>	25-1640-070	PK-05	72.7%	25.3%	11.4%
MONMOUTH	LONG BRANCH CITY	<b>A A ANASTASIA ELEMENTARY SCHOOL</b>	25-2770-065	KG-05	81.8%	3.3%	15.2%
PASSAIC	CLIFTON CITY	<b>SCHOOL #17</b>	31-0900-230	KG-05	78.1%	12.4%	14.6%
PASSAIC	PATERSON CITY	<b>SCHOOL 1</b>	31-4010-050	PK-05	82.4%	9%	19.7%
PASSAIC	PATERSON CITY	<b>SCHOOL 27</b>	31-4010-300	KG-07	81.3%	9.2%	11.3%
PASSAIC	PATERSON CITY	<b>URBAN LEADERSHIP ACADEMY</b>	31-4010-061	KG-04	79.5%	9.6%	9%
SOMERSET	NORTH PLAINFIELD BORO	<b>STONY BROOK SCHOOL</b>	35-3670-090	KG-04	84.2%	0%	18.5%